


Unleashing the Power of **DIVERSITY**



Department of Administrative Services
Human Resources Enterprise
State of Iowa
2009

Table of Contents

Executive Order Number Four	2
Fostering an Environment of Inclusiveness	5
The Language of Diversity	6
Unmasking Diversity Paradigms.....	7
A Class Divided	9
Cross-Cultural Communication	10
Let's Practice	11
Questions to Examine Cultural Collisions	13
Action Planning	14
Course Evaluation	15
Name Tent.....	17



State of Iowa

Executive Department

IN THE NAME AND BY THE AUTHORITY OF THE STATE OF IOWA
EXECUTIVE ORDER NUMBER FOUR

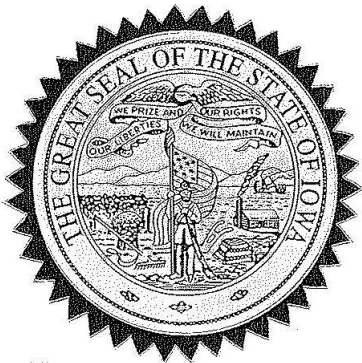
- WHEREAS,** it is a goal of this administration to achieve and maintain a diverse workforce in state government; and
- WHEREAS,** a “diverse workforce” includes employees with differences in age, race, creed, color, sex, sexual orientation, gender identity, national origin, religion, or disability; and
- WHEREAS,** it is a further goal of this administration to raise awareness of diversity issues among state employees; and
- WHEREAS,** the hiring practices of the executive branch and their effect on the state’s workforce have been the subject of recent study and administrative review; and
- WHEREAS,** Iowa Code section 19B.2 provides that it is the policy of this state to provide equal opportunity in employment to all persons, and to apply affirmative action measures to correct deficiencies in the state employment system where those remedies are appropriate; and
- WHEREAS,** Iowa Code section 19B.3(1)(a) requires the Department of Administrative Services (DAS), in carrying out its responsibility to administer and promote equal opportunity and affirmative action efforts in the recruitment, appointment, assignment, and advancement of personnel by all state agencies (except the state board of regents and the institutions under its jurisdiction), to designate a position as the state affirmative action administrator.

NOW, THEREFORE, I, Chester J. Culver, Governor of the State of Iowa, by the power vested in me by the laws and the constitution of the State of Iowa, do hereby order as follows:

- I. All executive branch agencies shall implement such hiring and management practices that reflect the merit principles of Iowa Code sections 8A.411-.412 and that will enhance the diversity of the State’s workforce under Iowa Code chapter 19B. Each executive branch agency (not including Board of Regents) shall:
 - A. Assure uniform hiring practices are applied throughout the agency. A written summary of the agency’s hiring practices shall be submitted to the director of DAS for approval by February 1, 2008. In evaluating the hiring practices, the Department of Administrative Services-Human Resources Enterprise (DAS-HRE) shall use best practices models. The agency shall work with DAS-HRE to make any necessary changes to the agency’s hiring practices, and implement those changes.
 - B. Develop a recruitment and retention plan that includes a timetable and achievement milestones.
 - C. Work with Iowa Vocational Rehabilitation Services to determine ways to increase employment of persons with disabilities.
 - D. Submit a Diversity Plan to the Diversity Council created by this executive order annually no later than July 31, with the initial plan due on July 31, 2008. These plans shall be used by DAS to develop the State’s Affirmative Action Plan and Report, as required by Iowa Code section 19B.5(2). The Diversity Plan shall:

1. provide information on the agency's hiring and promotion practices, outlining any changes to those practices during the reporting period;
 2. outline the steps taken by the agency to increase diversity in the department by recruiting and retaining a diverse workforce;
 3. outline the steps taken by the agency to train employees on diversity-related issues;
 4. outline how the agency intends to increase diversity among its staff in the next year, based upon the number of anticipated hiring opportunities and current workforce composition; and
 5. describe any other efforts undertaken by the agency during the reporting period to encourage workplace diversity and celebrate diversity.
- II. DAS, in consultation with the Iowa Civil Rights Commission and the Department of Human Rights, shall annually monitor the application of the screening methods used by state agencies, assess their impact on employee groups in the selection process and counsel departments with regard to selection processes that pose barriers to any applicant group. Where systems and methods to gather such selection data are inadequate, efforts to improve them shall be made.
- III. Diversity training shall be required on an annual basis for all state employees making hiring and promotion decisions within their respective agency, including agency directors and deputy directors. The training shall be provided or approved by DAS-HRE.
- IV. A DIVERSITY COUNCIL shall be created.
- A. Membership in the Council shall include:
1. The Governor, or the Governor's designee;
 2. Director of the Department of Administrative Services (DAS), or the director's designee;
 3. the DAS state affirmative action administrator;
 4. the DAS recruitment coordinator;
 5. the executive director of the Iowa Civil Rights Commission, or the executive director's designee;
 6. the director of the Department of Human Rights, or the director's designee;
 7. two additional representatives from the Executive Branch with experience in addressing diversity issues, appointed by the Governor;
 8. one representative from a collective bargaining unit that represents state employees in law enforcement, appointed by the Governor;
 9. one representative from a collective bargaining unit that represents state employees, appointed by the Governor;
 10. three members from the private sector with experience in addressing diversity issues, appointed by the Governor; and
 11. three members from non-profit organizations focusing on diversity issues, appointed by the Governor.
- Members from the private sector and non-profit organizations shall be appointed to three-year staggered terms.
- B. The Diversity Council shall:
1. Engage with private businesses and other governmental entities to recommend and actively promote best practices for optimizing diversity throughout state government.

2. Review the state's policies, procedures and practices related to the hiring of a diverse workforce and recommend methods to insure these are implemented and followed throughout state government. The Council shall include this information in the annual report required in paragraph (5), below.
3. Develop a plan, including suggestions and a timeline for implementation and estimated costs, for training all state employees with respect to diversity. The plan shall be submitted to the Governor no later than March 31, 2008.
4. Develop a state-government referral system, whereby candidates who interview with one agency and are not hired, but may be a good candidate for another agency are referred to that agency for consideration. The system should be in place no later than December 1, 2008.
5. Submit a written report outlining its activities and progress to the Governor's Office no later than June 30 of each year. The first report is due no later than June 30, 2008.



ATTEST:

Michael A. Mauro

MICHAEL A. MAURO
SECRETARY OF STATE

IN TESTIMONY WHEREOF, I have hereunto subscribed my name and caused the Great Seal of Iowa to be affixed. Done at Des Moines this 26th day of October, in the year of our Lord two thousand seven.

Chester J. Culver

CHESTER J. CULVER
GOVERNOR

Unleashing the Power of Diversity

Fostering an Environment of Inclusiveness

Today's Learning Goals

At the conclusion of today's training those attending will...

- Possess techniques to communicate effectively across cultural lines.
- Be aware of the impact of discrimination on those who have experienced it.
- Know how to foster cooperation and resolve conflict in cross cultural situations.
- Develop an action plan to help apply today's concepts in the workplace.

Getting to Know You

- Please look around the room and find someone that you don't know well.
- When instructed to do so, approach the person you selected and ask if you may interview them.
- Below are a few questions that you may ask during the interview. Select 3 questions that you would like to ask the person you are about to approach.
- Place a checkmark in the box beside each of the 3 questions you plan to ask.
- Take 4 minutes to interview the person you selected.
- When the trainer calls out the word "Switch" you will reverse roles and those who are being interviewed will then be interviewed.

Cross-Cultural Experiences

- ☐ How much experience have you had with people who are culturally different than you?
- ☐ Have your cross cultural experiences been positive or negative for the most part?
- ☐ What is one thing you would like to learn about people who are different than you?
- ☐ Has discrimination affected your life? If so, how?
- ☐ How do you decide if you can trust another person?
- ☐ What kind of judgments do you think people of other cultures make about you because of your age, race, ethnicity, sexual orientation or appearance?
- ☐ What would you like others to understand about your culture?
- ☐ How have you grown in your perspectives and insights with regard to your view of others who are culturally different than you?

The Language of Diversity

Culture Defined...

Culture refers to the total system of values, beliefs, attitudes, traditions and standards of behavior that regulate life within a particular group of people and are thought necessary to their survival in the context of their environment.

Diversity Means Differences

Valuing diversity means understanding and valuing the characteristics and beliefs of those who demonstrate a wide range of characteristics, and helping them to understand and value you. Diversity includes considerations such as ethnic and racial backgrounds, age, physical and cognitive abilities, family status, sexual orientation, socioeconomic status, religious and spiritual values, and geographic location.

Stereotype or Culturally Relevant Information

It is important to gain an understanding of another's culture in order to show proper respect for the cultural norms, traditions, ways of thinking and behaving common to the culture. Yet, often times when we try to discuss what we have learned about a group of people we are accused of stereotyping. There is a fine line between speaking about **culturally relevant information** and **stereotyping** a group or individual.

A stereotype is an over-generalization of information that is taken from observing a few in a culture and believing the observation to be true about most in the culture. Stereotypes may be positive or negative in nature, and may be accurate or inaccurate. The most damaging impact of believing a stereotype is that it tends to limit or cloud a person's perception of others.

Example: African-Americans have rhythm.

Culturally relevant information is acquired by researching a culture to learn about the norms of its people through inquiry and observation. Culturally relevant information is useful in understanding the ways in which another thinks, feels and behaves. The information is neither positive nor negative in nature but is generally accurate about a significant portion of the group being researched.

Example: Most Korean men work 12-16 hours per day. Korean women are only permitted to work up to 8 hours per day.

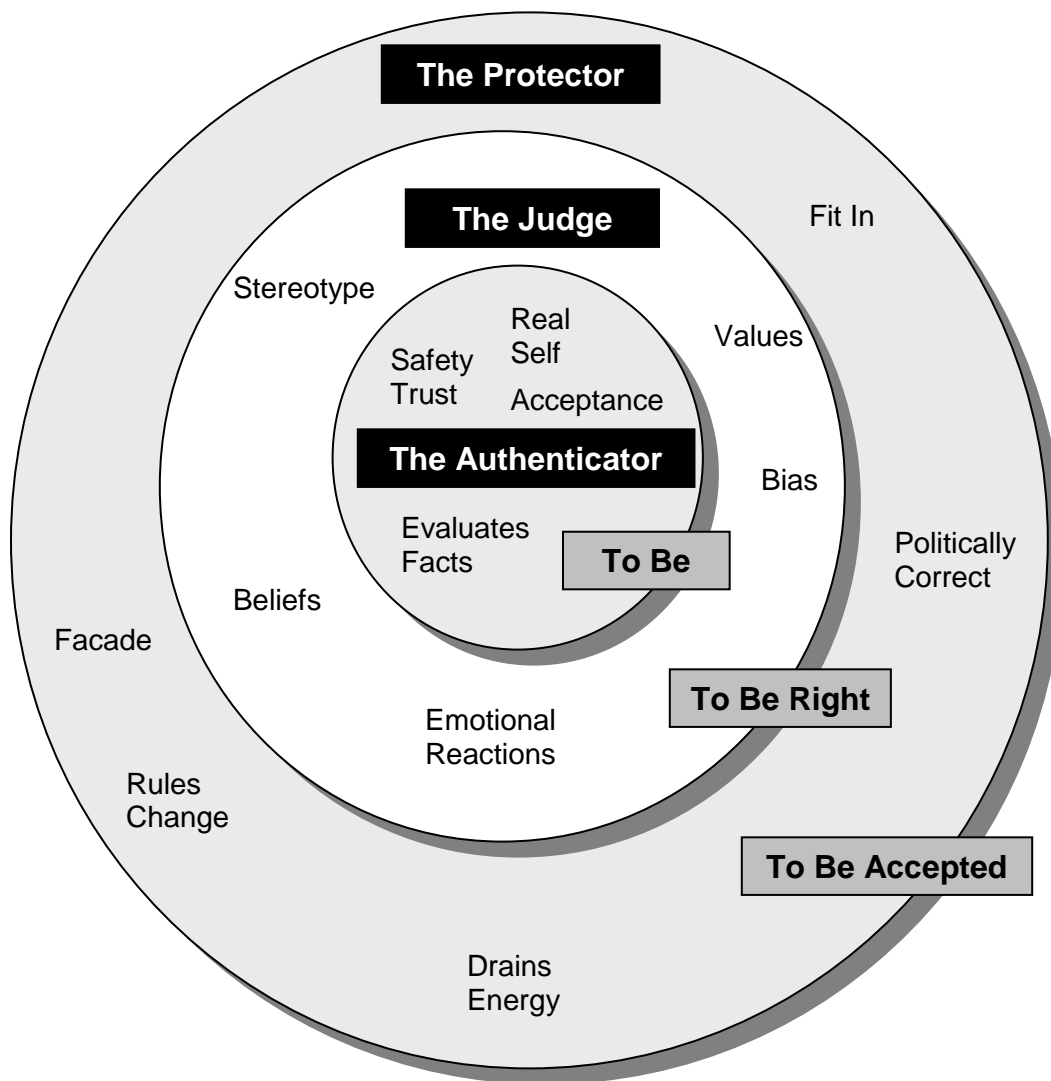
Cultural Competence is...

- Recognizing, understanding and valuing cultural differences and diversity
- Recognizing, understanding and valuing the commonalities that underlie our differences

Unmasking Diversity Paradigms

This mental model was developed by Lenora Billings-Harris (1998) and appears in her book *"The Diversity Advantage."* It helps us understand the coping mechanisms that we as Americans put in place to mask and preserve our biases.

The Subconscious Behavior Guide



"We don't see things as they are; we see things as we are."

Anais Nin

The Protector: This is the most conscious level of the model. We present the facade that we think others will like or respect. We do what we need to in order to get along with others on a superficial level. The Protector tries to keep everyone comfortable and within the limits of current societal expectations. The goal is to be accepted.

The Judge: This level of the model is semi-conscious and tends to surface behaviorally under stress. Here is where we keep our unexamined biases and prejudices, along with our values. This level of consciousness gives us our basic marching orders where diversity is concerned, but most of us get uncomfortable when we look into this level of ourselves. When we are challenged, angry, confused, scared, or feeling unsafe we tap into this level to justify our actions and prove we are right to act, think, or feel as we do in a tense situation.

The Authenticator: This deep level of consciousness can be reached through purposeful self-examination. It is where the "real you" is housed. The Authenticator has the capacity to examine the facts of the situation without prejudice and construct messages that help increase feelings of safety, trust, and acceptance in the face of differences. There is a saying that states "no one is born a bigot." When we are young children we have not as yet constructed a system of judgment and protection. We accept the behaviors of others without questioning the origins or correctness of the behavior. We simply react to the behavior authentically. To overcome prejudices and biases we must constantly test the messages sent by our "Judge" by revisiting our authentic selves and search for the uncontaminated facts present in the situation.

Learning Team Activity

Please form a learning team by getting together with 2-4 people who are seated near you and discuss the Subconscious Behavior Guide by answering the following questions...

- When you are angry or fearful, which of the 3 realms do you most typically react from?
- Does politically correct behavior help alleviate stereotypes and prejudices or does it simply disguise this thinking? Does it have the potential to do both?
- What would you do or say to help another person come in contact with their Authenticator during a stressful time?

A Class Divided from pbs.org

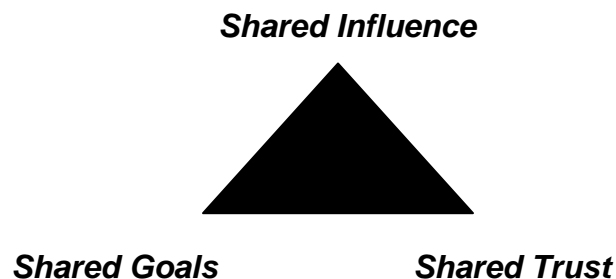
It is not unusual for someone to respond to a current situation by reacting to it based on something that has happened to them at a previous time in their lives. Those who have been subjected to ongoing discrimination beginning at an early age may be especially sensitive to potential discrimination in their current situation. To better understand more about the toll discrimination can take we are going to view a 20 minute video entitled *A Class Divided*. When the video ends we will have a large group discussion guided by the following questions...

- How do you feel after seeing this video?
- How did the children react to being subjected to discriminatory behavior?
- Do adults react to discrimination in a like manner?
- Are children still subjected to discrimination today? If so, what are the sources?
- Is it possible to think you are being discriminated against when there is no discrimination at play in a situation?
- Is it possible not to realize that discrimination is occurring when it is actually happening?
- What will you do as a result of seeing this video?

Cross-Cultural Communication

Despite our best efforts, interpersonal conflicts do arise at work, and too frequently result in long lasting resentment and resistance. When conflicts occur cross-culturally, we refer to them as “cultural collisions.” Cultural collisions tend to push us in to our “judge mode” and cause us to react defensively. Ultimately our deepest wish is simply that others will cooperate with us. Below is a mental model that will assist you in resolving interpersonal and organizational conflicts with others that see the world differently than you do. This model can be used to help you and others who are party to the conflict move into “authenticator mode” where cooperation can occur.

The Cooperation Model



Organizational Cooperation

- In your learning team, discuss the following questions.

How do you foster cooperation?

How do you resolve conflict?

Do these methods work equally well for all team members?

Let's Practice

Below are three case studies where cultural collisions have occurred. Please return to your learning team. The facilitator will assign your group one of the case studies. Look over the list of questions that follow the case study and determine which ones might be the most effective in the situation.

1. During a lunchtime discussion with your coworkers you mention an item you saw on a morning news program about current immigration trends. After relating the contents of the news story a coworker comments, "It seems like everyone wants to live in the U.S. so they can tap into our welfare system." How would you respond?
2. You overhear a coworker complain that one of your teammates, a person with a disability, has been missing a lot of work lately due to health problems. The coworker goes on to comment that the absent coworker is "really milking" her disability status, as is "typical among those with disabilities."
3. A coworker tells you a derogatory ethnic joke that you find offensive. You feel the need to explain to the coworker why you believe that ethnic humor doesn't have a place in the work environment.

Questions to Examine Cultural Collisions

These powerful questions can be used to respectfully confront cultural collisions:

1. "Are you speaking from personal experience or giving us objective facts?"
2. "I have a different take on that. May I share it?"
3. "Is it possible that there is another cultural approach, solution, or source that is different from your view?"
4. "That could be true for some individuals in this group, but I wonder if it is true for the entire group."
5. "Can you tell me more about your thoughts that support that conclusion?"
6. "Are you thinking that the label you have used is helpful in understanding the person you have labeled?"
7. "I wonder if we have all the facts needed to make such a judgment."
8. "How can I best help you understand my cultural perspective right now?"
9. "What led you to the decision that is true about that group of people?"
10. "Hmm. That's very interesting. Do you think that what you just said has the potential to be hurtful to the people you are referring to?"

Action Planning

Three things I will think about differently as a result of today's workshop....

1.

2.

3.

Three things I will do differently during cross-cultural communications...

1.

2.

3.

Course Evaluation

Thank you for attending! Please take a few minutes to complete the following evaluation.

1. Location: _____

2. Date: _____

☐

AM Session

☐

PM Session

3. Instructor(s): _____

4. Please rate your level of agreement with each of the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The skills, abilities and knowledge I gained will be helpful heightening diversity awareness in my agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course activities and materials were related and appropriate to the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The subject matter of the class was clear and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The pace and duration of the class was appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor demonstrated knowledge of the subject matter presented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor encouraged questions and answered them clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor's communication style kept me focused and interested.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would enjoy taking another class from this instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I found the class valuable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you rated any items as *disagree* or *strongly disagree*, please expand:

5. What topics do you feel were missing from this class or could have used greater detail?

6. What topics, if any, do you feel should be eliminated from this class?

7. What did the instructor do to make this a positive learning experience?

8. What will you do differently at work as a result of this class?

9. What additional comments do you have about the course?

Additional Course Evaluation Comment Section

Name

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Name